DOCUMENT RESUME

ED 144 692 PS 009 508

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TITLE Education for Adulthood: A Course Prepared for Corps Community Centers of the Salvation Army. Leader's Guide.
INSTITUTION Salvation Army. New York, N.Y.
SPONS AGENCY Office of Child Development (DHEW), Washington, D.C.
PUB DATE Jul 76
GRANT OCD-CB-463
NOTE 49p.; For related documents, see PS 009 498-511
AVAILABLE FROM The Salvation Army, 120 West 14th Street, New York, New York 10011 ($1.50)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Adolescents; Child Care; Child Development; *Curriculum Guides; Demonstration Programs; *Disadvantaged Youth; Early Childhood; *Leaders Guides; Neighborhood Centers; *Parenthood Education; Unwed Mothers; *Urban Youth; Youth Opportunities
IDENTIFIERS *Salvation Army

ABSTRACT

This leader's guide to one of a series of Salvation Army demonstration programs in parenthood education presents a six-unit course for inner-city teenagers, with emphasis on leadership skills, child care skills, employment potential in the child care field, and ability to cope with responsibility. Developed at a Salvation Army community center in Philadelphia, the course is recommended for a group of twenty, aged 13 1/2 to 16 1/2. The six units, totaling 57 sessions, were designed to cover an 8-month period, with the group meeting twice a week for sessions of up to two hours. Unit titles are: (1) Learning About Self; (2) Working With Young Children; (3) Family and Society; (4) Behavior at Home and School; (5) Pregnancy and Birth; and (6) Evaluation. (BF)

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EDUCATION FOR ADULTHOOD

A COURSE PREPARED FOR

CORPS COMMUNITY CENTERS OF THE SALVATION ARMY

PS 009508

LEADER'S GUIDE
EXPERIMENTAL EDITION

CREDITS

This course was developed by Shirley Key Williams, assisted by the staff of the Germantown Avenue Corps Community Center and guided by Captain H. Douglas Lowman. Dr. Florence Cherry of the Educational Development Center served as a consultant. The program throughout has had the encouragement of Lt. Colonel William H. Harvey, Divisional Commander.

The course was produced as part of the Education for Parenthood program under Grant No. OCD-CB-463, Lt. Colonel Edith A. MacLachlan, Project Officer.

* *

Education for parenthood is a valid program for implementation through the various services and activities of The Salvation Army.

It is a concept that is scripturally sound. From the Ten Commandments to the writings of the Apostle Paul, the Church has been charged to teach, demonstrate, and perpetuate the ideas and methods of parental responsibility. The Salvation Army has been, and remains, in the mainstream of such teaching.

When properly implemented, the Education for Parenthood program should produce generations of spiritually and socially healthy individuals. This concept of teaching parenting is a continuation of The Army's on-going approach in all of its programs toward a goal of spiritual and social maturity.

* *

PROJECT BACKGROUND

In the Fall of 1973, The Salvation Army was one of seven national voluntary organizations awarded a contract by HEW's Office of Child Development to develop a program in Education for Parenthood. Each of the seven - Boys' Clubs of America, Boy Scouts of America, Girl Scouts of the USA, 4-H, National Federation of Settlements and Neighborhood Centers, Save the Children Federation, and The Salvation Army - reaches a different constituency and by differing methods.

The Federal government - specifically in HEW the Office of Child Development, The National Institute of Mental Health, and the Office of Education - thought it time to stem the tide of teenage parenting. Not only were the numbers rapidly rising - but also the age level was lowering. They found:

- a high divorce rate in teenage marriages
- a high incidence of unmarried teenage mothers
- a high incidence of birth defects and health complications with babies of young mothers, and the younger the mother the more critical the problem
- growing evidence that young parents tend to be more abusive and neglectful
- feeling that anybody could be a parent as long as they had a crib, formula, baby bottle and diaper

These agencies turned to the national voluntary organizations as one approach to meeting these problems. The government also made a grant to the Education Development Center of Newton, Mass., to develop a core curriculum for use at junior high school level. This curriculum, Exploring Childhood, has been the backbone of The Salvation Army's teaching material.

The Army defined its goals as helping young people understand enough about what it means to be parent, and to understand themselves well enough that they could make a conscious decision to be or not to be a parent. We also wanted to interest them in careers in the child care field.

Programs were tested, in the three-year life of the grant, in the range of Salvation Army programs and services in the four United States territories. Each of the demonstration sites developed the curriculum best suited to their needs. The content is basically the same throughout; specific programs and emphases vary. The response has been uniformly positive. Young people in the program have shown gains in behavior, in emotional stability, and in their ability to cope with their lives. The majority of those wanting summer employment found jobs on the strength of their participation in the Education for Parenthood program.

The formal demonstration period has concluded. Now The Army is in the implementation period when more extensive testing will be done, looking to build the content into the appropriate on-going programs and services.

The Salvation Army believes organizations serving comparable constituencies will find these programs useful. Comments and evaluations from such use will guide The Army in the preparation of the final reports.

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WHY THIS COURSE

Mrs. Walter Williams - Shirley - developed and led this course at The Salvation Army's Germantown Avenue Corps Community Center in Philadelphia. In the following pages she writes about the reasons for the course, and what happened. Her report is included here because we believe others working in the inner city will find it useful and encouraging.

In the area in which our center is located we have a lot of young people and families who are very close together. Someone is always trying to outdo the other, or in the modern phrase, "Trying to keep up with the Joneses."

The reason for mentioning this is that there is so much competition for a place to be noticed that sometimes when the competition gets too rough it causes our young people to fight to win a place when they already have one.

We have a lot of nice young men and young ladies in this community who would have a lot to offer if they used their minds and skills to help make them grow instead of their bodies. When I first came to the community, I met many young girls who seemed to have a lot of potential. There were about twenty-five girls. In two years, half of them have had babies, or soon will. Three out of eighteen have among them seven children.

After a while you stop smiling at the cute babies and start wondering what can you do to help get the mothers and daughters together. The girls have their babies so they can have show and tell, like the nursery children who show off their new toys. In most cases the grandmother takes care of the baby.

Someone told me once that the reason some girls have babies is so they could have someone to love them. Then it was explained that if you needed love, buy a pet dog or cat, for these don't need very much attention, and are somewhat independent. Having a baby and taking care of it isn't a part-time job and babies, unlike pets, are very dependent and need care and attention.

The reason so many of our girls get caught is that they aren't educated enough to the facts of parenthood and in some cases they are even ignorant of these same facts. Parenthood is more than knowing about the male and female anatomy and at what age one can start producing offspring. Parenthood is something you learn every day of your life. It's how the baby moves and grows before it's born, at what age a baby starts to crawl, teethe, walk, talk, go to the bathroom alone. It's what you know about these things, how you should react to them and how to cope with them. It's patience, learning that children do certain things, but they do them at their pace and not yours. You start realizing that certain parts of children grow and develop before or later than others, and you don't get upset if your 13-month-old baby can't walk but can talk a little. You know that the child's motor skills haven't fully developed.

One of our young mothers who was in the program last year is 17, a senior in high school, and has a one-year-old. She told me recently that if we had had our parenthood program classes before she got pregnant, she would not have had her child today.

Something like this is what we're talking about. Our young people, and adults, need so much more knowledge before we can deal with the facts of reality.

The ten young men in the class have come a long way in maturing over the last eight months, When the class started, they were shy. But as the program progressed, and we talked about the things they really wanted to know about, you could see them change. When we got into behavior of young children and we tried out kid stuff, some of the fellows said, "I didn't realize that was why my little brother and sister acted that way."

Our discussion of conception surprised the guys more than the girls. Some of the guys thought that everything was to be put on the woman, except making the money. He had nothing more to do until the baby was born. They needed another way of looking at the roles. So I had them and the girls do the same exercises that my husband and I were doing in preparing for childbirth. They started to settle down to serious thinking.

They really related to the movie, "Lynn and Smitty", showing a husband and wife as a team in labor and delivery. They said, "Working that close together has to make a strong family, and that is what I want when I get older." Some worried about the pain of childbirth: "I'm glad I'm a dude."

The class seemed to realize that having a baby is a lot of work so they must remember this when they get involved with someone.

As the class progressed, I noticed them maturing into young men. They even carried themselves differently, acting like men instead of little boys. They started treating the girls like young ladies with whom they could talk.

The young people in our program gained knowledge about children, a sharper awareness of how each child does things in his own way. They developed a growing maturity and a sense of self-respect. They learned how to evaluate the children and staff. They became better students in school. A regret is that the parents were never really involved in the program.

We tried to expose the young people to different places, food, music, and cultures. By putting them into work sites away from the community center it helped them out of their shell of their neighborhood. They were faced with more adult responsibilities.

We gave them work experience and the opportunity to find out how the world operates. This and the exposure to children will, we hope, make them better parents and survivors in this society.

The young people said, "The program helped me a lot to understand children better...Working at the center was a great experience. It made me seem like someone...I think that when I grow older I'll be a very good parent...Some of the things I look for is how will the children use their hands, how they speak and what things interest them...Working here I learned that some children like to play alone...I think coming to class has helped me. The kids helped me learn how the parents bring them up."

One young man who wrote me early in the program about how he hated it, and me, wrote at the end how much he learned. "Someday when I become a father I hope to be as good a father to my children as you will be a mother to yours."

Mrs. Shirley Key Williams
(Mrs. Walter Williams)
Director, Education for Parenthood
The Salvation Army
Germantown Avenue Community Center
Philadelphia, PA
July, 1976

ABOUT THE COURSE

Goals

To teach and train young men and women to be responsive young adults.

To help equip them to be knowledgeable parents who can make educated decisions and be able to cope with the pressures of parenthood.

To train and develop young people as mature leaders with a potential for acquiring skills to work in any job vocation.

To help participants make realistic decisions.

To learn to feel free to communicate with adults, younger children and their peer groups.

To learn how to deal with responsibilities, such as work, organized or unorganized play, and social or group activities.

Long-Range Goals

To be responsible citizens and productive assets to their communities.

To be intelligent parents, by choice. To see parenthood as something two people decide on when they feel that they are both ready for the sacrifices and responsibilities. To see that parenthood is not something that just happens at a moment of passion, but is a lifetime commitment.

Composition of Group

It is suggested that the course include 20 young people equally distributed for young men and young women, with an age range of 13½ - 16½ years. The program should be explained to the parents in writing or in person, and they should be invited to take part in selected activities.

Staff

One person at the community center should carry the responsibility for the program. That person must be able to relate to the life-styles and experience of

the young people in the course. An understanding of language, or terminology, or customs, is essential.

This staff person must have time enough to develop the course, prepare handouts, arrange for speakers and field trips, select and set up films and such. Time should be provided for the leader to attend professional conferences and group activities with peers. Other members of the center staff should be used in their areas of competence

The essential ingredients for all who work with the group are openness, enthusiasm, and the ability to say, "I don't know but we'll find out together."

Community Leaders

Persons from the community should also be drawn into presenting materials and leading discussions. Include also persons with no special academic background, but rich in living.

Neighborhood community service agencies, ministers, Board of Health, schools, universities, libraries offer excellent persons for presenting materials and leading discussions. All guests must be well briefed about the program and its purposes.

Course Outline

The program includes six units of varying length. Content may be extended or contracted depending on the interests and progress of the participants. As designed it takes approximately 8 months with the group meeting twice a week for up to two hours each session.

Field placements for practical experience are assigned following completion of the first unit. For this, participants are expected to give two hours on each of three days. Here, too, the time may be extended or shortened depending on interest, progress, and placement opportunities. Good field work experience can be gained also by assignment to a group of youngsters under 6 years of age at the community center, in a religious group such as a Sabbath day school, or caring for

young children while the parents attend a religious, community, or other meeting.

Journals should be kept by each participant and by staff. This is a personal record and is to be shared in whole, in part, or not at all as the owner wishes. It is a personal record of questions, misgivings, knowledge gained, new ideas, and such. A looseleaf binder is easy to use, is flexible, and allows space for filing handouts and such.

Resource materials are listed on pages 38 - 41.

A suggested questionnaire to be used at the first and at the concluding sessions is found on page 22 . This should be duplicated prior to the course so that each participant has one for the first session and a second one at the final session. Comparisons of responses to these two questionnaires will guide the staff in content and emphasis in subsequent courses. The test also makes a useful tool to test progress throughout the course.

UNIT ONE: OVERVIEW AND LEARNING ABOUT SELF

Suggested time - 15 sessions

During this unit, the participants learn: to operate as a group; to take responsibility for their manner of addressing each other; to share experiences; to be supportive of one another; to learn some techniques of group problem-solving, including role-playing and brainstorming. The foundation for field work experience in care of young children is laid down.

Session One - *Overview*

Warm-up games to help participants get acquainted with each other and begin to function as a group.

Resource: See pages 18 - 19 for a sample session.

Adminster questionnaire. This serves as an introduction to the course and alerts the staff to the level of understanding and information that the participants already have. See page 22 for questionnaire.

Sessions Two and Three - *Learning About Sex*

Show filmstrips followed by discussion. Distribute booklet, *As You Grow Up.* Consider inviting a discussion leader-speaker for one session - a minister, someone from Planned Parenthood/World Population.

Resource: Filmstrips from Guidance Associates:

"Beginning to Date"
"Becoming a Man"
"Becoming a Woman"

Session Four - *Discipline*

Ask the participants to write down what they think is acceptable and unacceptable behavior on the part of a wide range of persons - teenage girls, teenage boys, school teacher, police officer, doctor, minister, other. Discuss reasons for answers. Also, discuss possible reasons for person's behavior.

Session Five - *Games*

This session is designed to break down any tension within the group. Par-

ticular emphasis should be placed on "killer" statements, or put-downs.

Resource: Argus pamphlet, *I am Loveable and Capable*. Pages 30--31 suggest ways to use. Consider giving a copy to each participant.

Session Six - *Day Care*

The purpose is to acquaint the group with what a day care center is like, in preparation for later assignments.

Resource: Films from Exploring Childhood:

"Michael's First Day"
"Water Tricks"

Session Seven - *Games*

The leader, one of the participants, or a guest leads a word association game to see how much information and feeling the group has absorbed to this point. Should be carefully thought out in advance of the session. Flash cards could be used.

Sessions Eight and Nine - *Self-Awareness*

Administer the questionnaire to test thinking now. Discuss. Emphasis is on each participant answering, what does this course really mean to me?

Resource: Questionnaire on page 22.

Session Ten - *Day Care*

Discussion of what it is like to work in a day care center. Consider inviting in a day care teacher to lead the discussion

Resource: From Exploring Childhood:

"Michael's First Day"
Helping Is... (record)

Session Eleven - *Field Trip*

Visit a day care center. Watch interaction between staff and children.

Session Twelve - *Field Trip*

Discuss experience and observations.

Session Thirteen - *Games*

Role play: what is my job as a parent? teacher? minister? other? Purpose is to help participants understand the value of knowing what their role is.

Resource: For guides, see pages 23 - 24.

Session Fourteen - *Field Experience*

Discussion of upcoming field work assignment. Try making something from objects commonly found in a home. For example, egg cartons, cereal boxes, plastic bottles, etc.

Resource: From Save the Children Federation:

Learning By Doing, a training manual for teenagers

From Exploring Childhood:

Doing Things

Session Fifteen - *Crafts*

Complete projects from prior session. Further discussion of field assignments. Revie. journals.

UNIT TWO: WORKING WITH YOUNG CHILDREN

Suggested time - 14 sessions

Field work begins with this unit. The group learns how to care for young children in ways that meet their social, physical, and intellectual development. They also learn about children who have special needs and about discipline. Opportunity should be given to observe young children in a variety of settings. Noted should be equipment used and why, how little childrem interact with one another, how they interact with adults, how they develop from day to day. Participants should plan and carry out, then analyze specific activities with specific young children.

Session Sixteen - *Children With Special Needs*

Two participants could be asked to preview the film and filmstrip, develop some questions and lead the discussion. Invite in someone from The National

Foundation/March of Dimes to lead the discussion.

Resource: From Exploring Childhood:

"Sara Has Down's Syndrome" - film
"Children With Special Needs Go to School" - filmstrip with record

Session Seventeen - *What is Pre-school Like?*

Presentation and discussion of various school settings for young children. Consider asking the director, or a teacher at a pre-school to lead the discussion.

Resource: From Exploring Childhood:

"Being There", filmstrip with record

Session Eighteen - *Day Care Activities*

Ask two participants to review films, prepare questions and lead discussion. The films center on activities in a day care center.

Resource: From Exploring Childhood:

"Water Tricks"
"Story Time"

Session Nineteen - *Day Care Problems*

Discuss what to do when everything goes wrong.

Resource: From Exploring Childhood:

"Teacher, Lester Bit Me"

Session Twenty - *Day Care Crafts*

Discuss crafts to use with young children, what to use, why, what value in each suggestion.

Session Twenty-one - *Day Care Review*

Discussion of day care experiences to date: likenesses and differences of field work placements, settings, ages, cultural differences, group composition, etc.

Session Twenty-two - *Discipline*

Homework assignments are to be made prior to this session. Participants are to bring in written comments defining discipline, discussing methods of disciplining, defining tantrums, proposing how to handle. These assignments are the basis for discussion at this session.

Session Twenty-three - *Day Care*

Discussion of experience with story-time and use of visual aids. Journal review.

Session Twenty-four - *Self-Awareness*

Participants do two exercises geared to sharpening self-understanding. Following each one, there is open discussion.

Resource: *Are You Your Car?* - See pages 26 - 27. Prepare copies in advance so each participant has one.
Your Window - See page 28. Participants draw their own, either in their journal or on a separate sheet of paper. A group picture can be drawn on the blackboard or on a newsprint sheet.

Session Twenty-five - *Seeing Development*

Each participants charts the development of a child observed and worked with at the field work assignment. See page 29 for some useful guides to observation. This assignment should be given several sessions prior to this one.

Resource: From Exploring Childhood:

Directions in Development, a poster. This is a useful tool to keep mounted at each class. It can then be referred to from time to time in relation to points made in other sessions.

Session Twenty-six - *What Is a Child?*

This can be a brain-storming session about what children are like, what they like to do, what they can do. They might describe the ideal child. See page 25 for suggestions regarding brainstorming.

Resource: From Exploring Childhood:

What Is a Child?, a poster

Session Twenty-seven - *Child Behavior*

This can be a roleplaying session centered on what 3 to 5-year-olds can do, how they act, what discipline to use. See pages 23 - 24 for suggestions on role-playing.

Session Twenty-eight - *Kid Stuff*

The discussion centers on what four-year-olds can do in painting and other manual activities. The group might try fingerpainting.

Resource: From Exploring Childhood:

"Racing Cars", a film

Session Twenty-nine - *Review*

Analysis and discussion of what has been learned to date. Journal review.

UNIT THREE: FAMILY AND SOCIETY

Suggested time - 6 sessions

This unit and Unit Four are designed to help participants learn how families develop values in their children, the value systems of other people, what communities do to support families and their value systems, and what communities do to meet the needs of children.

Session Thirty - *The Family*

Discussion of what makes a family. What about the composition? What is an ideal family? What factors go into this?

Resource: From Exploring Childhood:

We Are A Family, a poster. Keep this mounted on the wall throughout this unit.

Session Thirty-one - *My Family*

Ask each participant to bring a picture of a family - his own, a relative's, a friend's, a neighbor's, one from a newspaper or magazine.

Discuss what holds families together, what splits them, what's important.

Session Thirty-two - *Biblical Families*

Assignments are to be made in advance. Participants are to bring in specific examples from the scriptures showing family relationships, problems, etc. These are to be in writing. Discussion will bring out that family problems in Biblical times and family problems today remain unchanged. See pages 30-31 for suggested examples.

Session Thirty-three - *Bible Drill*

Discuss learnings and applications from Session Thirty-two, particularly how alike or different are these Biblical families and their own experience.

Session Thirty-four - *EFA Family*

Discuss, then write about the EFA group as a family - relationships, jealousy, rivalry, support system, etc.

Session Thirty-five - *Other Families*

Look at films. Discuss how these families operate.

Resource: From Exploring Childhood:

"Craig at Home"
"Howie at Home"

UNIT FOUR: BEHAVIOR AT HOME AND AT SCHOOL

Suggested time - 7 sessions

This unit extends Unit Three in which the group learns about the family and the development of value systems. In this unit, the group looks at community supports for families, and also strengthens itself as a family.

Sessions Thirty-six and Thirty-seven - *At School*

Look at films showing the same two children at school. Discuss their behavior here and how it relates to their behavior at home. Discuss how school situations influene behavior. You may want to re-run the At Home films from Session Thirty-five.

Resource: From Exploring Childhood:

"Craig at School"
"Howie at School"

Sessions Thirty-eight, Thirty-nine and Forty - *EFA Family Dinner*

The group plans, shops, prepares and eats the family dinner. Roles in the family are assigned - parents, relatives, children. The importance of good food and the family strengths that can be built into sharing a meal are points for discussion. The community center nutritionist could be asked to help, or a food specialist from the gas and electric company, or from the welfare department. The public schools might also be brought in as consultant.

Session Forty-one -*Family Recreation*

The group could go to a recreation facility where a variety of games can be played - singly or in teams. This could be a picnic in a park or at a camp, or at another community center.

Session Forty-two - *Black Families*

The group can discuss the family in the black culture. Are there differences from the non-black? What? Why? Are there stereotypes? What? Why? What are the positives from differences? How to build on these strengths?

Resource: From Exploring Childhood: *We Are A Family*, a poster. Keep this mounted on the wall throughout this unit.

Black Culture Quiz - You may want to give a copy to each participant.

UNIT FIVE: PREGNANCY AND BIRTH

Suggested time - 14 sessions

This unit is based on the team approach to pregnancy, labor, and delivery. Involved are the pregnant woman and her support system. A husband and wife team who have used this technique are desirable leaders for all or part of this unit. You might ask the local Lamaze group for help. This can be found through the telephone directory, or from the local medical society. Throughout this unit, costs and payment must be included in the discussion.

Resource materials are available from:

The Maternity Center Association
48 East 92nd Street
New York, NY 10028

OR

Booth Maternity Center
6051 Overbrook Avenue
Philadelphia, PA 19131

Good free materials are often available from insurance companies and from baby food and pharmaceutical companies. Get samples to be sure of what you want to give away. If possible, supply your group with their own copies of materials.

For the class as a whole:

Our Bodies, Our Selves
Pregnancy, Birth, and Family Planning - A Guide for Expectant Parents in the 1970's

For distribution:

So You're Going to Have a Baby, a scriptographic booklet, Channing L. Bete
Pregnancy in Anatomical Illustrations, Carnation Company
Preparation for Child Bearing, Maternity Center Association
Baby Care, Instructional Materials Laboratories
Summary of Fetal Development for Each Period of Pregnancy, see pages 32 - 34.
Child Care Manual, Sutherland Learning Associates

Films to use:

Series of shorts illustrating *Child Care Manual*
"Story of Eric"; "Lynn and Smitty", both from Booth Maternity Center
"Gabriel is Two Days Old", Exploring Childhood

Sessions Forty-three, Forty-four and Forty-five - *Pregnancy & Fetal Development*

Resource: Materials as listed.

Session Forty-six - *Comfort Techniques*

Demonstration and practice of techniques for making a woman comfortable during pregnancy.

Session Forty-seven - *Labor*

Demonstration and practice of breathing techniques during labor.

Session Forty-eight - *Labor*

Demonstration and practice of partner's support during labor.

Session Forty-nine - *Birth*

Show the film(s) "*Lynn and Smitty*" and/or "*Story of Eric*". Discuss father's role as well as mother's in the birth and the effects on future relationships.

Session Fifty - *Post-partum*

The group should know that this is the period after the baby is born. The organs that moved to make room for the baby slowly return to their original state. The hormonal change reverses to normal fairly quickly. A common-sense rule is to economize on energy and to do exercises to help get the body back into shape. These will be found on pages 35 - 37. You may want to make copies for distribution to the group.

You might ask a nurse, a nurse-midwife, or an obstetrician to meet with the group for this session.

Sessions Fifty-one and Fifty-two - *Feeding*

The advantages and disadvantages of breast feeding and bottle feeding should be discussed. Participants can research this and come in with written statements. They can read up on the subject, talk with their school health service, discuss with parents, relatives, friends.

Session Fifty-three - *Diapers*

The group can research the advantages and disadvantages of various kinds of diapering - Pampers, cloth, diaper service.

Session Fifty-four - *Newborn*

Show the film, "*Gabriel is Two Days Old.*"Discuss characteristics and needs of the newborn. You might ask a pediatrician or a child health nurse to meet with the group.

Session Fifty-five - *Infant Care*

The *Child Care Manual* and films from ROCOM are good for information and discussion starters.

Consider inviting a pediatrician or a nurse from a well-baby clinic to meet with the group.

Session Fifty-six - *Planning for Being Parents*

This session discusses the importance of planning for becoming parents, and child spacing.

Invite a speaker from Planned Parenthood/World Population, or Zero Population Growth to meet with the group. Ask the participants to write their questions on cards which you provide. They do not need to sign their names to these.

UNIT SIX: EVALUATION

Suggested time - 1 session

Session Fifty-seven - *Winding Up*

The questionnaire on page 22 can be used as a starter to measure progress. Each one should add their comments about the course, what it has meant to them, any changes they think would improve it.

This session should conclude with a celebration - a dinner, reception, party. Certificates or pins, or some token should be awarded to each one.

APPENDICES

GROUP BUILDING TECHNIQUES

Group building techniques help participants understand that they accomplish more when they work as a team. Each member must cooperate, giving of self and materials for the best results. A group's ability to solve problems improves when they work as a group.

Generally the large group should be divided into four or five-member teams for specific assignments. These teams should be split up and reassigned from time to time so that each participant has the opportunity to work with every other participant.

Throughout the course, the group will want to use different techniques for problem solving, for finding information, and for reaching conclusions.

SAMPLE PLAN FOR A SESSION ON GROUP BUILDING

Purpose

To get participants acquainted with one another and to begin to work together in group situations. To learn the techniques of group problem solving.

Materials

Five 6" x 6" squares cut up (see page 21 for diagram)

Name tags

Notebooks and pencils

Soft drinks and cookies or some other refreshments

Tables and chairs

Procedure

Soft drinks and cookies should be available as the participants gather. Each participant should be given a name tag.

Ask the participants to introduce themselves to someone they may or may not have met before. They should: 1) tell the person something about themselves; 2) learn something about the other person. This information will be used to introduce participants to one another. Example: A will interview B and B will interview A. When the session begins A will introduce B to the group and B will introduce A to the group.

To start the session the group leader will:

1. Have the participants sit around tables, five to a table.
2. Have the participants introduce one another to the entire group.
3. Give a brief explanation of what will be happening over the next few weeks in the study group.
4. Explain the use of the notebooks and give one to each participant along with a pencil.

Each participant may be asked to write in the notebook exactly how they feel at this moment, why they are here, etc. When the notebook entries are completed, each member of the group is given an envelope containing parts of a square. (No envelope should contain a 6 x 6 square.)

The Squares Game

The reason for playing this game: it involves all the participants in a mutual experience of both giving and receiving help.

All participants have the resources - parts of the square - to be of help to the others. Even the most retiring, the least gifted, or most self-effacing person knows he or she has something to offer that the others need; otherwise, their goal cannot be accomplished.

On the other hand, even the most skillful, successful, powerful or wise participant must accept help from other players in order to succeed. This makes the state of needing help legitimate and universal.

Each participant has the experience of giving when help has not been asked for. The help the participant can give is often what he or she perceives to be needed, even though it has not been asked for directly. This exercise puts the participant in the position of being one who needs help as well as gives help. This position increases the person's sensitivity to the position and feelings of the one he or she is helping.

The game can only be solved cooperatively - it cannot be done alone.

Divide the participants into groups of five members each.

Begin by asking what "cooperative problem-solving" means. List on the board the behaviors required in cooperation. For example, everyone needs to believe that he or she can help. Instructions have to be clear. Players need to think of each other as well as themselves.

Each person should have an envelope containing pieces for forming squares (see page 21). At the signal, the task of each group is to form five squares of equal size. The task is not completed until everyone in the group has a perfect square, and all the squares are of the same size.

No member may speak. No member may ask for a card or in any way signal that he or she wants one. Members may give cards to others.

The game may take as long as necessary to accomplish the task. It is not a race to see who finishes first. After all groups have completed their squares participants may be asked to write in their notebooks how they feel about the exercise, and how they feel about the other members of their five.

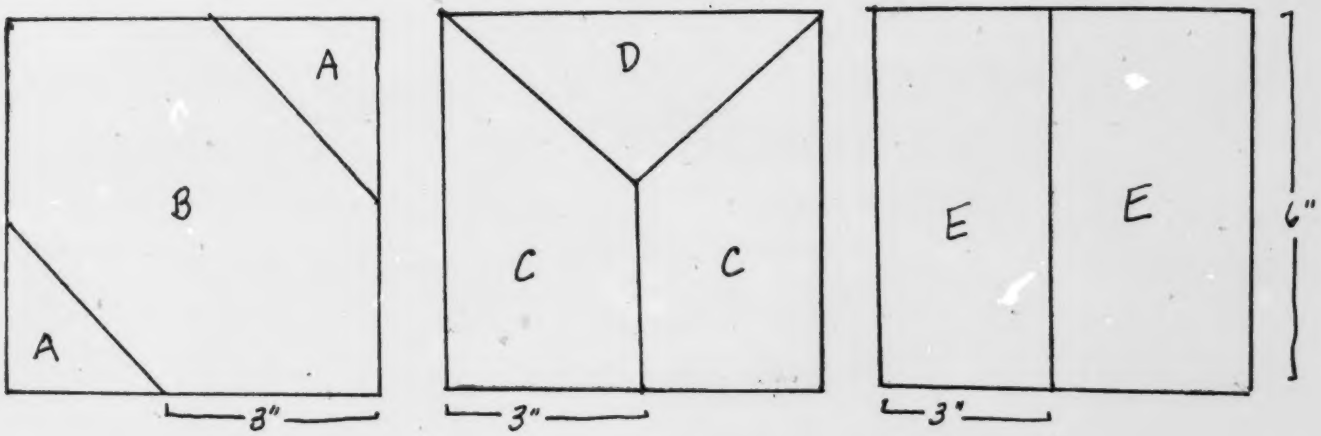
To generate discussion, the following questions may be asked:

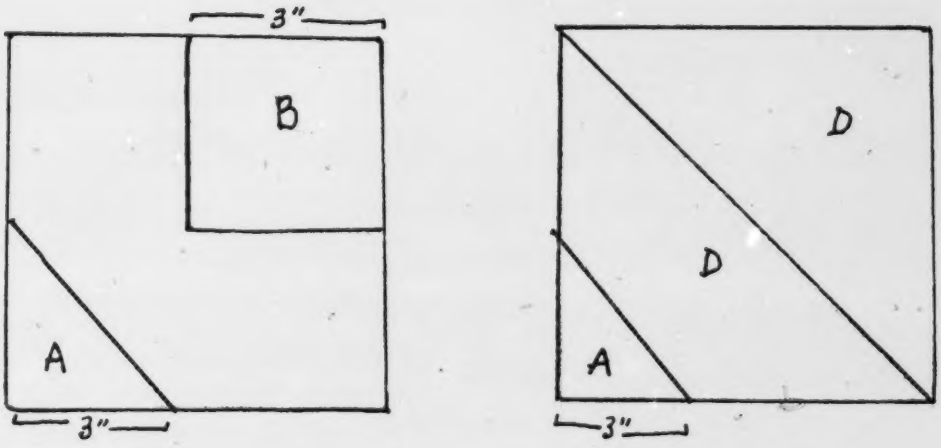
1. How did you feel when someone held a piece and did not see the solution?
2. What was your reaction when someone finished a square and then sat back without seeing whether his or her solution prevented others from solving the problem?
3. What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece?
4. How did you feel about the person who was slow to see a solution?
5. If you were that person, how did you feel?
6. How did you feel when someone gave you the part you needed to make your square?
7. Was there a climate that helped or hindered?

The exercise should be summarized by the leader.

Resource: Nylen, D.; Mitchell, H.R. and Stout, A. "An Experiment in Cooperation" Today's Education, VIII (Oct., 1969) p. 57, as used in *Working With Children*, Teacher's Guide, EDC Newton, Mass., 1973, pages 70 - 73.

An alternate exercise to the squares would be to ask participants to make something interesting or useful from whatever they have in their pockets.





By using multiples of 3 inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.

EDUCATION FOR ADULTHOOD

1. What do you know about the EFA program?
2. Why do you want to be in this program?
3. Do you feel the EFA program is important? Why?
4. Do you feel pre-marital sex is right or wrong?
5. What do you feel about teenage parents?
6. Is it important to know about parenting and child development before you are a parent? Why?
7. Do you want to be a parent? Why?
8. Is being a parent a natural instinct? Explain your answer.
9. Do women make more loveable parents? Why yes? Why not?
10. What are the responsibilities of each parent to a family?
11. Can people learn to be better parents?
12. What is a child?
13. What do you as a teenager have to offer children?
14. Do you think working with children is worthwhile? Why?
15. What do you have to offer pre-schoolers? Peer groups? Adults? Explain.
16. What do you feel is adolescent? Why?
17. Is discipline necessary? Why?
18. Should sex education be discussed openly in a family? Why yes? Why not?
19. Should children have responsibilities at early ages? Why? Name some.
20. Is religion important in rearing(raising) children? Why yes? Why not?

ROLE PLAYING

In role playing we take the role of someone in a situation and act it out as if it were really happening. It is not the same as acting, because the role-taker does not try to take on another personality. Rather, the roletaker is put in a situation, and fills the role called for according to his or her own feelings, perceptions and inclinations, and according to whatever behavior cluse the role briefing contains.

When role playing for the first time, choose an episode that requires only two roletakers, and have the rest of the group observe. Too many roles blur the focus of the interation. Even after role playing exercises have become familiar, it is important to use as few roles as possible.

Types of Role Playing

Role playing can be just a simple demonstration. For example, "Show us how Jimmy acted when you came in. You be Jimmy and choose someone to play your role and come into the room." Or it can involve imagining oneself in the role of another person: "As you watch this movie, imagine you are the youngest child in the family and see how it feels to have brothers and sisters who treat you the way they do." Role playing can also be done in groups of three or four people.

Why Role Play

1. To put yourself in another person's situation in order to try to understand the thoughts and feelings that situation evokes.
2. To try new ways of behaving to see a) if they bring the results you intend, and b) how they feel.
3. To learn how others react to various attitudes and behaviors in a practice situation.
4. To see (and later discuss) an interaction from several points of view.

When to Role Play

1. To reproduce for others an event they haven't seen. To clarify and dramatize an episode, and give the group a common experience and a frame of reference from which to talk.

2. To act out in advance what a future experience might be like. This anticipatory role playing is often used with children who will be doing something for the first time, such as going to the dentist. It is a way to dispel fears, give security, and inform them about what will happen and what will be expected of them.

3. To see whether instructions are clear. For example, the leader might say to two participants, "I would like one of you to be the child, and one to be the caregiver. Play this game I've just been describing, so I can see if my directions to you were clear."

Choosing the Roletakers

Keep the assignment voluntary.

Be sensitive about not putting a person having a particular kind of problem in a role where he or she must deal with that problem. Don't cast the bully in a bully role. He'll learn by watching someone else take that role and his difficulty won't be exposed and identified publicly as belonging to him.

Sometimes ask the first roletaker to pick the other roletaker.

Briefing for the Roletakers

Briefings can be done publicly or privately. If the purpose of the role play is to point out the advisability of guessing why a child is acting a particular way before intervening, it might be good to brief the "child" and the "parent" separately and privately. This adds reality to the role play, as people in real life often don't know the reasons for other people's actions. Private briefings can also be written. The advantage is that the roletaker can refer to it during the role play.

Observer Assignments

Different people should be assigned to observe each role. The leader may also want to ask some observers to note what takes place in the interaction - that is, to observe the situation as a whole, without taking either roletaker's point of view

If it gets off to a bad start

If the roletakers have not understood the situation - if they are obviously unclear about what incident they are supposed to be portraying - the leader should cut the action, clarify the issue, and have them start again.

BRAINSTORMING

Brainstorming is a tool for generating ideas and getting them out as quickly as possible, so they can be used as resources in whatever work the group is doing. The one rule which must be followed is that no response for or against any idea may be made until everyone has put forth their ideas.

Why Brainstorm

1. To get out into the open as many ideas and alternatives as possible.
2. To help generate one's own ideas.
3. To encourage people who are reluctant to share their ideas to do so.
4. To help people learn the feelings, attitudes and values of others in the group.

When to Brainstorm

1. When the group wants to consider as many ideas as possible. For example, the group might want to try to list all the possible reasons why a child hit another child.
2. When the group wants to consider many possible ways of responsing to a problem or situation. For example, the group might want to list many ideas about how to act when a child won't share toys.
3. When the group wants to view a situation from as many points of view as possible. The range and diversity of reactions to any situation in an area as value-laden as child care may be surprising to the group.
4. When the group wants to find new ways of working with children. For example, the group might want to find a new way of presenting an activity to children.

ARE YOU YOUR CAR?

Try to give one-word answers.

1. Of the eight cars pictured I like number ____ the least.

2. I like number ____the best.

3. I like my first choice because It contains an element of _____.

4. To be specific, my first choice is very _____.

5. I dislike my last choice car because it is too _____.

6. But my first choice seems full of _____.

7. My first choice looks much more _____.

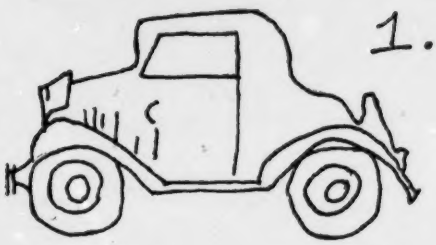
8. I dislike my last choice car partly because it seems more _____.

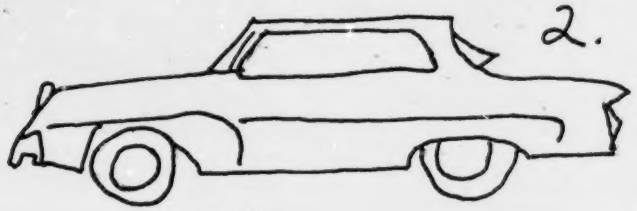
9. I prefer my first choice because it seems _____.

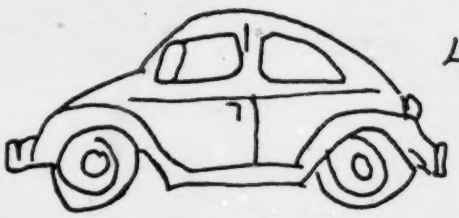
10. The one I liked least also has the undesirable quality of _____.

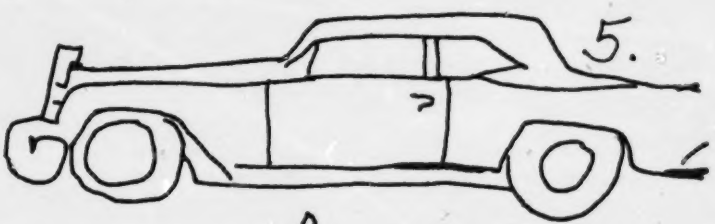
11. My first choice also conveys the idea of _____.

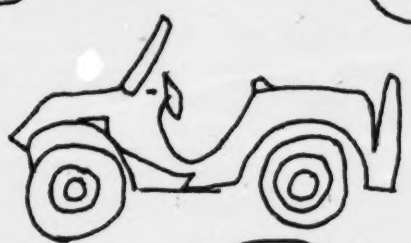
12. But I know there are people who would say that my first choice is too _____.











YOU ARE YOUR CAR

1. Of the eight cars the one I liked least is # _____.

2. The one I liked best is # _____.

3. I wish there was more _____ in my life.

4. I hope to be more _____

5. because I have been a little too _____.

6. I am trying to add some _____to my surroundings and possessions and car because I feel I ought to

7. develop a more _____ attitude.

8. I don't like to admit that I am still a little too _____ under the surface.

9. I am trying to appear more _____

10. and I am slowly overcoming my old _____.

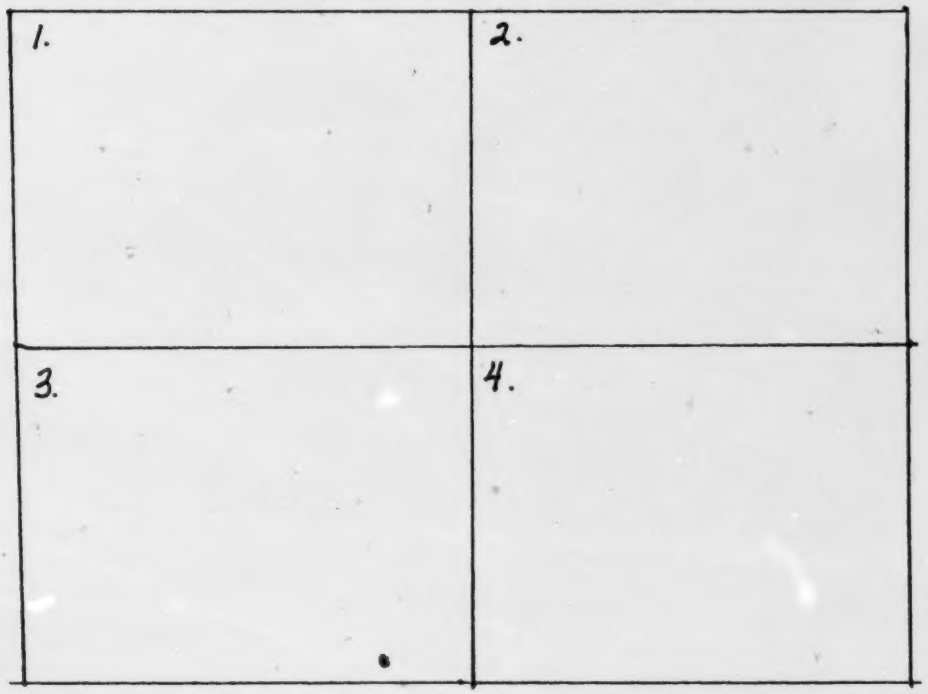
11. In the coming months I will be preoccupied with putting more _____ into my life and my attitude, although I don't want to go to the extreme

12. of becoming too _____.

YOUR WINDOW

Draw a four-pane window. In the numbered panes write the answers to these questions:

1. What are the known facts about yourself?
2. What do you tell people about yourself?
3. What do people tell you about yourself?
4. What are little-known facts about yourself?



PRACTICAL ASSIGNMENTS IN OBSERVATION

Choose one child, and note the interaction taking place between this child, his peers, and the teachers. You should be able to tell the difference between what you actually see and what you think you see.

The following points may be kept in mind while doing this exercise:

- How does the child relate to his peers?
- Describe the interactions with his peers.
- Are there any "set" type of responses in his behavior?
- How does the child relate to his teacher?
- How does the teacher relate to him?
- Does the child do anything to catch other people's attention? Who? What?
- How does the child/group deal with tension and disagreement?
- Do you agree with the teacher's handling of specific actions? Describe.
- Did you see instances where you thought "your" child was in the right, and treated wrongly? What was the situation? How did it come about? Why did others respond in their particular way?
- How does the child seem to feel about the group?
- How do the other children seem to feel about this child?
- How does the teacher seem to feel about this child?

FAMILIES IN THE BIBLE - SOME SUGGESTIONS

Adam and Eve

Partnership in marriage.

Cain and Abel

Jealousy and envy can hurt and destroy relationships between brothers.

Isaac and Rebecca

Each parent favored one of the twin boys. This led to lying, cheating and stealing, until Jacob had to flee for his life from the wrath of his brother Esau.

Laban

Jacob's uncle would promise anything to get what he wanted for himself. He deceived even his own nephew by promising him his daughter Rachel, for seven years' work, then giving him Leah. It took another seven years to earn Rachel, whom he loved. Jacob took his uncle's promise, for he had to have a place to hid from his brother, Esau.

Jacob and Rachel

Because she had hatred and jealousy in her heart, Rachel was barren for long years. When she repented, she bore Joseph and Benjamin.

Joseph

Was sold into slavery because of the brothers' jealousy over favoritism shown by their father.

Abraham and Sara

Were patient and obedient, rewarded by having a son when Abraham was 100 and Sara was 90.

David and Bathsheba

David looked at another man's wife and eventually committed adultery. When Bathsheba became pregnant, to cover this David had the husband killed. David married Bathsheba, but the baby died. He eventually repented and was once again a "man after God's own heart."

Solomon

In spite of his wisdom, was selfish, greedy, lusted after women and possessions, and worshiped idols.

Naomi and Ruth

A mother-in-law - daughter-in-law relationship.

Liberated Women

Examples include Esther and Deborah.

Psalms

Illustrate prostitutes luring men, much as they have throughout history.

SUMMARY OF FETAL DEVELOPMENT FOR EACH PERIOD OF PREGNANCY

End of second week: Fertilization occurs. First day in the life of fertilized ovum.

End of third week of pregnancy; first week after conception: Fertilized ovum traveling down tube; on 17th day enters uterus as a round solid mulberry-like mass of cells; then transforms into blastocyst, and outside over of hundreds of cells with fluid in the center, like a tiny hollow rubber ball filled with fluid instead of air. Floats in uterus (17th -22nd day). Blastocyst about 1/100 of an inch in diameter.

Beginning of fourth week: Implantation (23rd day), 9 - 10 days after fertilization. Egg still barely visible to naked eye. After implantation fertilized ovum begins to grow rapidly, doubling its size every 24 hours. Cells forming embryonic area (from which embryo will grow) appear on inner wall of blastocyst. Placenta begins to form on that part of outer wall of blastocyst deepest within maternal tissues.

Beginning of fifth week: The fertilized ovum is now termed an embryo. The embryo itself is a minute piece of uniform gray-white flesh. The primitive streak which becomes the spine is laid down. The embryonic sac containing the embryo is 2/5" in diameter.

End of fifth week: Backbone forming, 5 to 8 vertebrae laid down. Nervous system and spinal canal forming. By end of fifth week the foundation for the child's brain, spinal cord and entire nervous system will have been established, as well as rudiments of its eyes (20 days after conception). Tubular S-shaped primitive heart beginning to beat. Embryo 1/12" long and about 1/6" wide.

Beginning of sixth week: Head forming. Beating heart visible, located on outside of body, not yet within chest cavity. Intestinal tract forming; growth starts from mouth cavity downward. Mouth closed. Human embryo at this stage cannot be differentiated through its appearance from a pig, a rabbit, a chick, or an elephant embryo. Has a rudimentary tail, extension of its spinal column.

End of sixth week: All of backbone laid down and spinal canal closed over. Brain increasing conspicuously, tail of embryo quite long. Beginning of arms and legs visible. Depressions beneath skin where eyes and ears are to appear. Length, ¼ inch. Germ cells, to become either an ovary or testis, have appeared.

Seventh week: Chest and abdomen completely formed. Heart internal. Eye clearly perceptible through closed lids. Face flattening, shell-like external ears. Mouth opens. Lung buds appear. Big toes have appeared. Tail has almost disappeared. May begin to move body slightly. The great bulge of its brain predicts that this creature is destined to feel, think, and strive beyond the capacity of all other animals on this earth. Embryo is now termed a fetus and, small as it is, looks human. Length ½", weight 1/1000 of an ounce.

Eighth week: Face and features forming. Jaws are now well-formed, and the teeth and facial muscles forming. Rudiments of fingers and then toes become evident. Ovaries or testicles taking form. In the male the penis begins to appear.

Ninth week (end of second month): Face completely formed. Arms, legs, hands and feet partially formed. Stubby toes and fingers. Abdominal wall muscles of fetus, if removed from womb, will contract when touched. By microscopic examination of gonad sex can be determined. Clitoris of female appears. From this time on, looks very much like a miniature infant. Length, 1+ inch. Weight, 1/15 ounce (2 grams).

Tenth week: The eyes, which had been at side of head, moving to front. Face quite human except for jaws, not fully developed. Heart forming four chambers. Scrotum appearing. Palate to form roof of mouth closing. Major blood vessels assuming final form and muscle wall of intestinal tract forming. Fetal heart beating 117 to 157 times per minute. Electrocardiogram to live-born fetus of this age shows patter of various waves similar to adult. Fetus resembles miniature doll, slightly more than one inch in height with a very large head, which is almost half the fetus, gracefully formed arms and legs, oriental slitlike closed eyes, small ear lobes, protuberant abdomen. Fetus looks top-heavy.

End of third month (13½ weeks): Arms, legs, hands, feet, fingers and toes fully formed. Nails appear. Ears completely formed. External genital organs begin to show clear differences, and by 11th week a trained observer can determine sex with naked eye. Now when the brain signals, muscles respond and the fetus kicks. The fetus even curls its toes. Arms bend at wrists and elbows, and fingers close to form tiny fists. The face with its tightly shut eyes squints, purses its lips, and opens its mouth. It may swallow amniotic fluid, excreting it back into the fluid as urine. All movements reflex from spinal cord. Brain not yet sufficiently organized to control them and will not be until after birth. Length, 3", weight, 1 ounce (30 grams).

End of fourth month (18 weeks): Casual observer can now distinguish sex in infants delivered at this phase of development. By end of month fetal movements felt by mother and heart can be heard with stethoscope. Fine, downlike hair all over, skin less transparent and pinker. Eyebrows and eyelashes appear, length 8½", weight 6 ounces (180 grams).

End of fifth month (22½ weeks): Hair appears on head, fat being deposited under skin, although fetus very lean. If born, may live a few minutes, in rarest of instances reported to have survived, length 12 inches, weight, 1 pound (453 grams).

End of sixth month (27 weeks): Fetus covered with cheeselike secretion, vernix caseosa. Skin wrinkled, hair on head fairly well-developed, eyes open; if born, most live for several hours or even days. When given expert premature infant care, approximately one in ten born in the 27th week survives. Length 14 inches, weight 2 pounds (906 grams).

End of seventh month (31½ weeks): In male fetus, testicles usually descend into scrotum. Child born alive during this month has slightly better than a 50 percent chance for survival. The superstition that a baby born in the seventh month will do better than one born in the eighth is entirely fallacious. Each day nearer term makes the child's chances for survival that much better. Length,16 inches, weight 3 pounds, 12 ounces (1700 grams).

End of eighth month (35 3/4 weeks): Child has better than 90 percent chance for survival. Length, 18 inches, weight 5¼ pounds (2735 grams).

End of ninth month (40 weeks): Full term. Skin smooth, polished-looking, and still covered by cheeselike secretion. No downlike hair except over shoulders and arms, head hair 1 inch long, nails protrude beyond ends of fingers and toes, eyes usually slate color; impossible to predict their final tone. Average circumference of head equals circumference of shoulders (13"). Length, 20 inches; weight, 7 pounds, 6 ounces (3350 grams). When born alive 99 out of 100 survive.

At birth the various body systems of the newborn human are sufficiently organized to carry on the necessary activities for its survival outside of the uterus, provided it is protected and nourished. But the baby is far from being an independent individual. The complicated muscular coordination necessary for sitting must wait six months and for walking a year or more, until the nerves and brain have developed sufficiently. This is in bold contrast to lower animals. A newly born chick trots off almost at once in search of food. The newborn wildebeest on the plains of Africa is delivered during herd migrations and five minutes after its birth must trudge after its mother if it is to survive. In truth human parents have the privilege and duty to watch with their own eyes the final stages of fetal development in the nursery.

PREPARATION FOR CHILDBIRTH PROGRAM

The Booth Maternity Center
Philadelphia, Pennsylvania

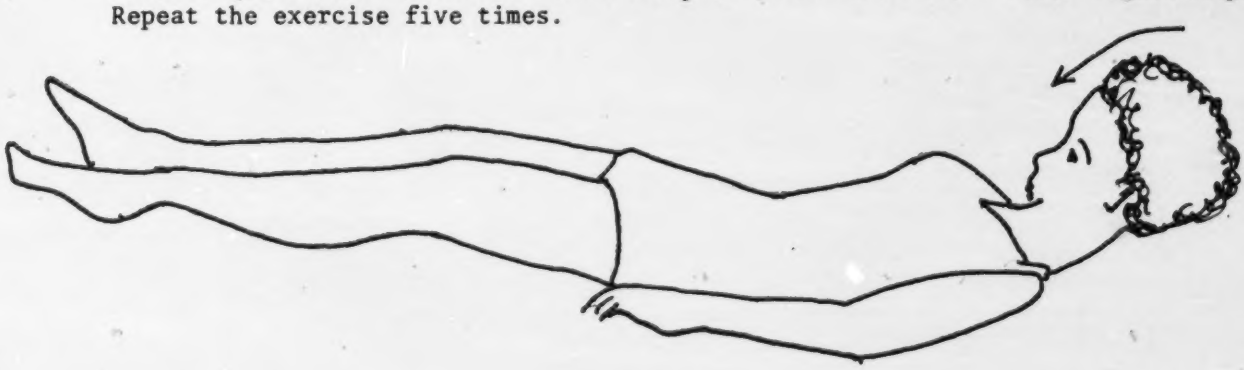
POST PARTUM EXERCISES*

There are two areas which need restoration following the birth of a baby. One is the abdominal muscles, which have been stretched to accomodate the growing uterus, and the other is the pelvic floor muscles. The latter muscles undergo increased elasticity by the hormones of pregnancy in preparation for the birth. Restoration exercises should begin as soon as you feel up to it, but if you have any question as to when to begin, consult your doctor. Do the exercises twice a day.

ABDOMINAL RESTORATION

1. Abdominal Tightening - Take a deep breath in and slowly let your breath out through pursed lips, as though blowing a candle. As you are slowly blowing out, tighten your abdominal muscles as much as you can. This exercise may be practiced lying down, sitting, or standing. Repeat the exercise five times.

2. Chin to Chest - Place your bed flat and remove the pillow. Lying flat on your back, slowly life your head and touch your chin to your chest. Then slowly return your head to the bed. Place your fingertips on the lower abdominal muscles (below the navel and above the pubis) and feel the muscles tightening. Repeat the exercise five times.



*By permission of the Wilmington Medical Center.

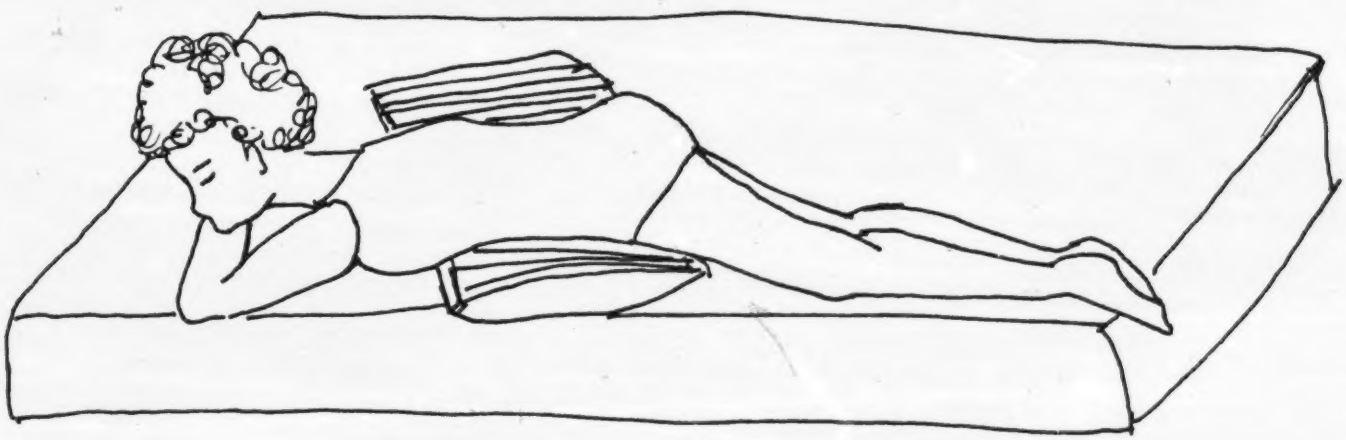
3. Shoulder Elevation - Lying in the same position, now lift your head, shoulders, and arms off the bed and point your fingers in the direction of your toes. Slowly return your arms, shoulders, and head to the bed. Repeat five times.

4. Pelvic Tucking - Tighten the lower abdominal muscles as you tuck under your buttocks. This will flatten your lower back and rock your pelvis forward. Now relax your abdomen and buttocks and allow the curvature of your back to return. The movement should be slow and rhythmic. Repeat five times. This exercise can be practiced standing or lying on your back with knees flexed.

When the baby is 4 - 6 weeks old you may discontinue the above exercises to restore abdominal tone and start more strenuous abdominal exercises, such as leg raising (single leg first, then both together, keeping knees straight, and sit-ups (lying flat and slowly raising your upper body to a sitting position). These are too strenuous for the newly-delivered patient, and should not be undertaken until they can be done comfortably.

Lying Prone - Lying on your abdomen for short periods the first few days following delivery helps the uterus return to its normal position. Place your pillow under your hips and rest your head on your arms.

pillow under lower chest and abdomen



Pelvic Floor Restoration - Slowly tighten the rectum and the muscles surrounding the vagina. Then relax slowly and repeat. This exercise will reduce the discomfort in the pelvic area, as it improves the muscle tone of the pelvic floor. It should be practiced several times a day and may be done sitting, standing, or lying down.

RESOURCE MATERIALS

Unit One - Overview and Learning About Self

Booklets

I Am Loveable and Capable - a Modern Allegory on the Classical Put-Down, by Sidney Simon. Argus Communications, 7440 Natchez Ave., Niles, IL 60648. Minimum order, 10 for $4.00. Higher discounts for larger orders.

As You Grow Up - A scriptographic booklet by Channing L. Bete Co., 45 Federal Street, Greenfield, MA 01301. 16 pp.; quantity rates.

Learning by Doing, a Training Manual for Teenagers - From Save the Children Federation, P.O. Box 319, Berea, KY 40403.

Films

From Education Development Center, 55 Chapel St., Newton, MA 02160 (Exploring Childhood):

"Michael's First Day"- 6 min, B/W. A four-year-old and his teacher on this important first day at a day care center.

"Helping Is..."- 12 min., color. A number of young teachers do a variety of activities with different children.

"Water Tricks" -13 min., color. Children and the teacher try out a number of tricks at the water table in a day care center.

Booklet

Doing Things - Games, songs, recipes - activities with children ages three through seven. Education Development Center.

Filmstrips

From Guidance Associates, 41 Washington Ave., Pleasantville, NY 10570:

"Becoming a Woman"

"Becoming a Man"

"Beginning to Date"

Unit Two - Working With Young Children

Films

From Education Development Center:

"Sara Has Down's Syndrome" - 16 min., color. Six-year-old Sara lives with her parents, three sisters and a brother. She is severely handicapped. Each member of the family works with her.

"Water Tricks" - used also in Unit One.

"Story Time" - 5 min., color. A teacher plans and carries out an activity - reading a story - to the children in a day care center.

"Teacher, Lester Bit Me" - 9 min., color, animated. Shows how everything can go wrong at a day care center.

"Racing Cars" - 7 min., color. A five-year-old boy tries his hand at painting on an easel for the first time.

Filmstrips With Records

From Education Development Center:

"Children With Special Needs Go to School" - 10 min., color. Physical disabilities and how to cope.

"Being There" - 14 min., B/W. A range of experiences in day care centers.

Posters

From Education Development Center:

Directions in Development - Photos and text showing growth of a child from infancy through primary school age in five areas of development.

What Is a Child? - Photo essay.

Unit Three - Family and Society

Films (choose the one(s) best suited to group.)

From Education Development Center:

"Craig at Home" - 13 min., B/W. Craig is from a suburban black family, his father a professional. Craig is youngest of four.

"Howie at Home" - 13 min, B/W. Howie is from a black, working-class family. There is an older sister.

"Rachel at Home" - 11 min., B/W. A white, urban, professional family. There is a younger sister.

"Oscar at Home" - 10 min., B/W. A working-class Mexican-American family with six children.

"Seiko at Home" - 12 min., color. Japanese-American family, professional. Three children.

Poster

We Are A Family - Shows a great variety of family compositions. From Education Development Center.

Booklet

What's a Family? - A scriptographic booklet from Channing L. Bete Co.

Unit Four - Behavior at Home and at School

Films (see Unit Three)

From Education Development Center:

"At School" films for:

"Rachel" - 11 min., B/W
"Howie" - 7 min., B/W
"Oscar" - 6 min., B/W
"Seiko" - 7 min., color

Poster

See Unit Three - *We Are A Family*

Booklet

Black Culture Quiz - prepared for the Sperry-Hutchinson Co., 330 Madison Ave., New York, NY 10011, 1975. 43 pp. - free.

Unit Five - Pregnancy and Birth

Books

Our Bodies, Our Selves, a Book By and For Women - by the Boston Women's Health Collective, Simon & Schuster, NY. 2nd edition, 1976. 383 pp. - $4.95. Quantity rates available under specified conditions.

Pregnancy, Birth and Family Planning, A Guide for Expectant Parents in the 1970's - by Alan F. Guttmacher, M. D.

Booklets

Baby Care, A Program for Self-Instruction - Instructional Materials Laboratories, 200 Madison Avenue, New York, NY 10016. 68 pp.

Be Good to Your Baby Before It is Born - 20 pp. From National Foundation/March of Dimes. Also available in Spanish.

Child Care, a Manual - A publication of ROCOM Press, available from Sutherland Learning Associates, 8425 W. Third St., Los Angeles, CA 90048. $4.95 - quantity discounts. Includes feeding, growth and development, toilet training, accident prevention, immunization, allergy, respiratory problems, fussy baby, digestive tract, eyes. Charts; illustrated.

Pregnancy in Anatomical Illustrations - from Carnation Company.

So You're Going to Have a Baby - a scriptographic booklet by Channing L. Bete Co.

Films

"Gabriel Is Two Days Old" - Education Development Center. Mother and the pediatrician examine and discuss the baby.

"Lynn and Smitty" - a black couple experience labor and birth as a team. Order from Planned Parenthood, 810 Seventh Ave., New York, NY.

"Inside My Mom" - 8 min., color slides or filmstrip/audio cassette. A cartoon fetus tells what it thinks about the treatment its mother is giving it in the nutrition she provides. From The National Foundation/ March of Dimes, Box 2000, White Plains, NY 10602.

Parentaid Films - 10 color, sound movies based on *Child Care Manual* (see above). Ask about borrowing or renting from Sutherland Learning Associates.

"Story of Eric" - from Centre Films Inc., 1103 N. El Centro Ave, Hollywood, Calif. 90038. 40 min., color. A young white couple experiencing team labor and delivery.